

PRESIDENT'S FORWARD

**PRESIDENT
RICHARD COST**

At the time of the last NEASC visit (1995), this was truly a university at a moment of transition. Future direction, indeed, future survival was uncertain. The *1995 UMFK Self Study* and a subsequent *UMFK 1998-2003 Strategic Plan* began to lay out a course for the future. A number of academic programs were eliminated as the institution focused on core programs.

Today, UMFK finds itself well along the pathway of that plan and has recently created a dynamic new plan for 2003-2008. This plan establishes clear goals and objectives and a mission that is understood widely both on and off campus.

We continue to be blessed with faculty and staff deeply committed to teaching and learning, to this wonderful region, and to this institution. At the same time we have a physical plant that though small, is second to none in terms of quality, upkeep, and appearance. These important factors enabled UMFK to work through the difficult years.

Now, we are challenged by our own success. The burgeoning growth of our student population validates the importance of our mission in the valley, but it also means that faculty and staff as well as facilities resources are stretched too thin. The important task before us now is to begin building the facilities and faculty we will need to properly support our mission with a campus size of about one thousand to eleven hundred students.

Beyond the tangible resources, we need to create additional support mechanisms and policies relating to advising and career counseling in order to more systematically insure that individual students are getting the best possible educational opportunities related to their particular needs and aspirations.

Our current strategic plan reaches out to 2008. At that time we will be an institution of about eleven hundred students – probably 900 to 1,000 undergraduates and another 100 to 200 master's degree candidates. Four hundred will be residential students. Most (perhaps 75%) will come from northern Maine, but one quarter will come from other parts of Maine and New England as well as from other nations. We will have at least one new academic classroom and laboratory building and will continue to use technology to enhance the learning environment.

Academic programs will continue to focus on the needs of the region and of rural communities in America. Signature programs will be Nursing, Education including a master's degree, Environmental Science enhanced by coordinated programs within the consortium, Forest Technology and Business, all incorporating a strong foundation in the liberal arts. A rural focus will permeate our curriculum and will be physically focused in the Center for Sustainable Rural Development at UMFK.

UMFK will continue to enjoy a powerful bond with the local community. By 2008 Fort Kent will have hosted its second World Cup Biathlon with strong support from the campus and will be an exciting center of winter sports tourism in northern Maine.

In 2003, we celebrated the 125th anniversary of this institution that was created to meet the needs of the people of this valley. Now we are engaged in building and planning today for the institution that will celebrate the 150th anniversary in 2028.

PREFACE

President Cost convened the self study process for the University of Maine at Fort Kent in September 2003 by naming Rachel E. Albert, Interim Vice President for Academic Affairs, Director and Associate Professor of Nursing and Kurt Holzhausen, Associate Professor of Behavioral Science as Self Study Co-Chairs.

Committee Member Selection

President Cost worked with the Co-Chairs to identify and invite various constituents to serve on the Steering Committee and the subcommittee groups for each standard. The Steering Committee included 13 faculty, four administrators, two professional staff, one student, one board-of-visitor, and one alumnus, which was led by the self study Co-Chairs. Fifteen Chapter Chairs and subcommittee members for each standard were identified and invited to participate.

Committee Assignment and Instruction

The Steering Committee served as the self study executive committee. The first Steering Committee meeting was held in December 2003 to provide information about the self study process and discuss objectives. Chapter Chairs were provided with an Accreditation Resource Manual, which included Chair Duties, UMFK Strategic Plan, Strategic Plan for Assessing Student Learning Outcomes and Institutional Effectiveness Manual, Commission on Institutional of Higher Education (CIHE) Standards for Accreditation, Policy on Institutional Effectiveness, Preparing the Self Study Information, Self Study Format for Standard Evaluation, Improving Self Studies, Reviewing Your Drafts, Student Learning Assessment Cues for Self Studies,

Measures of Student Learning, Assessment of Student Learning Outcomes and Institutional Effectiveness, Pilot Site Visit Questions, Sample Documents and Exhibits for the Self Study and Team Room, Accreditation and Assessment Related Websites, Self Study Report 1995; Fifth Year Interim Report, and NEASC Action Response Letters.

During monthly Steering Committee meetings, Chapter Chairs reported on Committee discussions, findings, challenges, and progress.

Goals

First and foremost, the committee members recognized the importance of self evaluation and undertook the self study process to conduct a rigorous and comprehensive analysis of institutional effectiveness and quality in the 11 standard areas identified by NEASC with the aim of identifying strengths, areas for continuous quality improvement, and projecting how these areas of concern are being addressed. Second, the entire self study process was conducted with the goal of preparing UMFK for a visit by the full NEASC external review team in November 2005 for the purpose of re-accreditation. Honest appraisal, candor, and campus and community involvement were the guiding principles for the self study. We hope that the process has allowed us to hallmark our mission toward institutional effectiveness and demonstrate our commitment toward quality improvement as well as compliance with each of the standards.

Committee Work and Chapter Writing

The initial work of the 15 subcommittees committees was kicked off with a Faculty and Staff Development Day, *Mapping Our Way to Success*, on institutional effectiveness and assessment in January 2004, which was led by Marge Hegge, an external expert on outcomes evaluation. The assessment consultant was joined by Patricia

O'Brien, from the New England Association of Schools and Colleges (NEASC), who provided instruction on the self study and re-accreditation process. Break-out sessions followed, whereby, each of the subcommittee members were given their assignment, instruction, and resources necessary to complete the task at hand.

Over the past 18 months, following each of the NEASC standards and a framework of description, appraisal, and projection, each of the subcommittees completed their drafts. Chapter Chairs along with their group members decided on a process to complete the chapter drafts. Chairs met regularly with their committee members to conduct research, develop evidence, and draft responses to each of their standards.

Campus-wide Input

Self study updates were provided via memos, electronic mail, and monthly meetings. Each chapter draft was posted to the campus self study webpage and announced via electronic mail to the campus community where individuals were invited and encouraged to comment. In October 2004, completed chapter drafts were shared at an all-campus Open Forum for discussion, feedback, and revisions on each standard. In addition, the self study draft was shared with the local board of visitors and board of trustees to solicit input. Final drafts were also reviewed by the Co-Chairs, Steering Committee, and 6 Readers. The entire self study process ensured community awareness and support. Additionally, public notice of the upcoming institutional re-accreditation for public/third party comment was published in various media including radio, television, newspaper, campus newsletters, brochures, and online.

Acknowledgments

The Co-Chairs would like to thank President Cost for his patience, guidance, and support throughout the entire self study process. The Co-Chairs are equally grateful to the Chapter Chairs, the Steering Committee, subcommittee members, and campus community members for their generous time, energy, and effort toward a rigorous analysis of the institutional effectiveness of UMFK. All of your efforts were invaluable in preparing UMFK for the re-accreditation site visit and truly demonstrated a "community spirit."

INSTITUTIONAL CHARACTERISTICS

1. Corporate name of institution:	University of Maine at Fort Kent
2. Address (city, state, zip code):	23 University Drive Fort Kent, Maine 04743 (207) 834-7500
3. Date institution was chartered or authorized:	February 21, 1878, as Madawaska Training School
4. Date institution enrolled first students in degree programs:	September, 1878
5. Date institution awarded first degrees:	First BS Degree Conferred, 1963
6. Type of control:	State
7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?	University of Maine System, Board of Trustees List of Degrees: <ul style="list-style-type: none"> • Associate of Arts in General Studies • Associate of Science in Forest Technology • Bachelor of Arts • Bachelor of Science • Bachelor of Science in Electronic Commerce • Bachelor of Science in Environmental Studies • Bachelor of Science in Rural Public Safety Administration • Bachelor of Science in Nursing • Bachelor of University Studies
8. Level of postsecondary offering:	<ul style="list-style-type: none"> • Two-year associate degrees • Four-year baccalaureate degree-granting program
9. Type of undergraduate programs	<ul style="list-style-type: none"> • Liberal arts and general • Teacher preparatory • Professional
10. The calendar system at the institution is:	Semester
11. What constitutes a "normal" credit hour load for students each semester?	Undergraduate 12-17 credit hours

12. Student population: (F2004)	1076						
12. a) How many full-time students in degree programs? (F2004)	<table> <thead> <tr> <th></th> <th><u>Headcount:</u></th> <th><u>Headcount M/F:</u></th> </tr> </thead> <tbody> <tr> <td>1. Undergraduate:</td> <td>786</td> <td>319/467</td> </tr> </tbody> </table>		<u>Headcount:</u>	<u>Headcount M/F:</u>	1. Undergraduate:	786	319/467
	<u>Headcount:</u>	<u>Headcount M/F:</u>					
1. Undergraduate:	786	319/467					
12. b) How many part-time students in degree programs? (F2004)	<table> <thead> <tr> <th></th> <th><u>Headcount:</u></th> <th><u>Headcount M/F:</u></th> </tr> </thead> <tbody> <tr> <td>1. Undergraduate:</td> <td>290</td> <td>65/225</td> </tr> </tbody> </table>		<u>Headcount:</u>	<u>Headcount M/F:</u>	1. Undergraduate:	290	65/225
	<u>Headcount:</u>	<u>Headcount M/F:</u>					
1. Undergraduate:	290	65/225					
12. c) How many full-time equivalents (total student population, F2004)?	1. Undergraduate: 906.82						
12. d) How many students (headcount, F2004) in non credit, short-term courses?	0						
13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:	The University of Maine at Fort Kent is accredited by the New England Association of Schools and Colleges. Program-specific accreditations include the following: Nursing by the Maine State Board of Nursing and the Commission on Collegiate Nursing Education, Education by the Maine State Department of Education, Forestry by Society of American Foresters						
14. List by name and title the chief administrative officers of the institution.	(See Chief Institutional Officers below)						
15. Supply a table of organization for the institution:	(See Organizational Chart, Appendix 3)						
16. Record briefly the central elements in the history of the institution:	<ul style="list-style-type: none"> • 1878 Madawaska Training School Founded • 1927 First Year of Normal School Curriculum Added • 1934 Second Year of Normal School Curriculum Added • 1948 Third Year of Normal School Curriculum Added • 1961 Name Changed to Fort Kent Teachers College • 1962 Fourth Year of College Work Added • 1966 Name Changed to Fort Kent State College • 1968 Merger State Colleges With University of Maine System • 1970 Member NEASC • 1970 Name Changed to the University of 						

	<p>Maine at Fort Kent</p> <ul style="list-style-type: none">• 1985 Ten Year Accreditation by NEASC• 1996 Reaccreditation by NEASC• Evolution to present day, with clearly defined and expanded degree programs in arts, biology, business, computer applications, e-commerce, education, English, environmental studies, French, nursing, rural & public safety, and behavioral and social sciences.
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INVENTORY OF DEGREES

Associate of Arts in General Studies

Business Management
Computer Science
Human Services

Associate of Science in Forest Technology

Bachelor of Arts

English Major
French Major

Bachelor of Science

Behavioral Science Major
Biology Major
Business Management Major
Computer Applications Major
Elementary Education Major
Secondary Education Major in
Bilingual Education
Secondary Education Major in
English/Language
Arts/Drama
Secondary Education Major in
Mathematics
Social Science Field

Bachelor of Science in Electronic Commerce

Bachelor of Science in Environmental Studies

Bachelor of Science in Rural Public Safety Administration

Bachelor of Science in Nursing

Bachelor of University Studies

CHIEF INSTITUTIONAL OFFICERS

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Augusta, ME 04330

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Joseph Westphal
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x7504

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Interim Vice President for Academic Affairs
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x7533

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x7562

Admissions

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Financial Aid

Ellen Cost
Director, Financial Aid
x7607

Distance and Continuing Education

Donald Eno
Director, Distance Education
x7835

Information Services/Library

Sharon Johnson
Dean of Information Services
x7522

Public Relations

Jason Parent
Director, Public Relations
x7558

Registrar/Institutional Research

Donald Raymond
Registrar
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SELF STUDY ABBREVIATIONS

AA:	Associate of Arts	DDST:	Dante's Subject Standardized Tests
AASCU:	American Association of State Colleges and Universities	DON:	Division of Nursing
ACE:	American Council on Education	DSIS:	Distributed Student Information Link
ACS:	Academic and Counseling Service	EEO:	Equal Employment Opportunity
ACT:	American College Test	FERPA:	Family Education Rights and Privacy Act
AD:	Athletic Director	FTE's:	Full-Time Equivalents
ADA:	American Disabilities Act	FYE:	First Year Experience
AFUM:	Associated Facilities of the University of Maine	GAS:	Government Accounting Standards
AS:	Associate of Science	GIS:	Geographical Information Services
BA:	Bachelor of Arts	GLB-FTC:	Gramm, Leach, Bliley Act of the Federal Trade Commission
BI:	Bibliographic Instruction	GPA:	Grade Point Average
BOT:	Board of Trustees	GRE:	Graduate Record Exam
BS:	Bachelor of Science	HESI:	Health Educations Services, Incorporated
BSE-C:	Bachelor of Science in Electronic Commerce	HIPAA:	Health Information Portability and Accountability Act
BSES:	Bachelor of Science in Environmental Studies	HUM:	Humanities
BSN:	Bachelor of Science in Nursing	HVAC:	Heating, Ventilation, and Air Conditioning
BSRPSA:	Bachelor of Science in Rural Public Safety Administration	IEAP:	Institutional Effectiveness and Assessment Plan
BUS:	Bachelor of University Studies	IPC:	International Paralympic Committee
CAO:	Chief Academic Officer	IT:	Information Technology
CBCPT:	College Board Computerized Placement Test	ITV:	Interactive Television
CEO:	Chief Executive Officer	KPI:	Key Performance Indicator
CFO:	Chief Financial Officer	LSAT:	Law School Admission Test
CIEA:	Council for Institutional Effectiveness and Assessment	MEA:	Maine Education Association
CIHE:	Commission on Institutions of Higher Education	MHRTC:	Mental Health Rehabilitation Training Certification
CLEP:	College Level Examination Program	NACUBO:	National Association of College and University Business Officers
CRSD:	Center for Rural Sustainable Development		

NAIA:	National Association of Intercollegiate Athletics
NBS:	Natural and Behavioral Sciences
NCAA:	National Collegiate Athletic Association
NCLEX-RN:	National Council Licensure Exam for Registered Nurses
NEA:	National Education Association
NFPA:	National Fire Protection Agency
NSSE:	National Survey for Student Engagement
NTE:	National Teacher's Exam
OSHA:	Occupational Safety and Health Administration
PRC:	Peer Review Committee
SAF:	Society of American Fosters
SAT:	School Admission Test
SHAP:	Sexual Harassment Assault Policy
SNO:	Student Nurses Organization
SPSC:	Strategic Planning Steering Committee
STD:	Sexually Transmitted Disease
STEPS:	Student Teachers Education Professionals Society
UMF:	University of Maine at Fort Kent
UMPSA:	University of Maine Professional Staff Association
UMS:	University of Maine System
UNET:	Network for Education and Technology Services
URSUS:	University Resources Serving Users Statewide
US:	United States
VFA:	Vanderweil Facility Advisors
VPAA:	Vice President for Academic Affairs

AUTHORIZATION CHARTER

STATE OF MAINE

IN THE YEAR OUR LORD ONE
THOUSAND EIGHT HUNDRED AND
SEVENTY-EIGHT (1878)

An Act to provide schools for the training of
Teachers in Madawaska Territory.

Be it enacted by the Senate and House and
Representatives in Legislature assembled, as
follows:

Section 1. The trustees of the normal schools are hereby authorized to and maintain, for a period not less than six months in each year, two schools in Madawaska territory, so called, for the purpose of training persons to teach in the common schools of said territory. The towns, in which such schools may be located, shall furnish suitable buildings therefore, free of expense, and shall also furnish fuel for said schools. The choice of books and teachers for said schools, the course of study to be pursued therein, and the grade of scholarship for admission thereto, shall be under the control of said trustees. Section 2. To defray the expense of said schools, the sum of one thousand dollars is hereby appropriated in the manner hereinafter provided. The treasurer of the state shall annually deduct from the gross amount of the state school funds, of all description, annually apportioned to the towns of Grande Isle, Frenchville, Madawaska, and Fort Kent, and from the plantations of Hamlin, Connor, Cyr, Van Buren, St. Francis, St. John, Wallagrass, and Eagle Lake, one thousand dollars, which sum shall remain in the state treasury, subject to the order of the governor

and council, for the payment of the expense of said schools, the bills for which shall be approved by the state superintendent of common schools, and audited by the governor and council.

Note. Original signed copy on file.

STEERING COMMITTEE

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UMFK SELF STUDY OVERVIEW

The 2005 self study has provided UMFK with a unique opportunity to appraise our current situation in relation to the last New England Association of Schools and Colleges (NEASC) accreditation visit in 1995 and to project our future directions.

As the University moves forward in the next decade, the individuals responsible for this self-study are pleased with this opportunity to provide an in-depth view of UMFK. UMFK has much to celebrate. The review is primarily positive, both in terms of present conditions and the potential for the future. However, the appraisals candidly outline a number of areas for continuous quality improvement that are identified in our projections. Our institutional strengths far outweigh our limitations. The areas of concerns will be best addressed from these positions of strength. The overall result will be an institution that is positioned to better fulfill its mission.

After reviewing UMFK's progress over the past 10 years, the overview concludes that significant changes have taken place at UMFK and the following highlights our findings of the 11 standards.

Mission and Purposes

UMFK is fulfilling its unique mission by delivering high quality academic and professional programs, which build upon the region's unique culture and rural environment and serving the needs of the people of northern Maine.

Our newly revised and more succinct mission statement was approved by the BOT in June 2005 and indicates a strong sense of institutional identity. The statement

incorporates the very words that faculty, staff, students, community members, and visitors use to describe the campus: close interactions with faculty; leading technology; preparing students; rural communities; Acadian and Franco-American heritage; wilderness; and economic, social, and cultural resource for the St. John Valley. Within the new consortium and within the total system, this aspect of our mission is recognized as an important niche for UMFK.

Although we hold a unique niche within the System campuses, we need to work to better promote our mission and accomplishments, and to better educate all Maine citizens about the value of a diverse higher education system comprised of a variety of campuses with distinct missions. Additional challenges include strengthening partnerships with community and regional organizations that currently exist, increasing enrollments in our French major, placing a greater emphasis on challenges facing rural communities in America, and attracting an ethnically and racially diverse student body, faculty, and staff.

While we note with favor the increase in enrollment, it is often the case that positive trends also present challenges. UMFK has experienced demands related to increased enrollment from a total of 731 in the fall of 1995 to a total enrollment of 1,082 as of Spring 2005. Over the last ten years, we have increased 83% in student full-time equivalents (FTE's). As we continue to grow our enrollment, UMFK will need to attract and hire additional faculty consistent with our *Academic Plan, 2004-2008* and institutional priorities in order to maintain a low student to faculty ratio and small average class size making maximum use of available technology.

Planning and Evaluation

In 1995, NEASC directed this institution to develop a systematized institutional effectiveness and assessment plan. Our most

significant efforts over the past several years have culminated in the development and implementation of a systematic Institutional Effectiveness and Assessment Plan (IEAP) and the establishment of the Council on Institutional Effectiveness and Assessment to oversee these processes for purposes of good governance and quality improvement at UMFK. The plan has allowed us to learn a great deal about ourselves, our respective units, and the institution as a whole and position our selves to better chart our future by analyzing the results of this systematic effort. Continued implementation of the IEAP will produce better evaluative measures of institutional effectiveness over time and provide reachable objectives through a process of institutional goal-setting. In addition, the *Academic Plan, 2004-2008* has been developed to drive institutional decision-making for the next five years and has led to approval of several faculty and staff priority positions.

Although we have a systematic IEAP and approach to program review, and have made varied progress toward assessment of student learning outcomes throughout our majors including the general education program, we will need to continue our attention and efforts toward implementation of a more comprehensive plan of evaluating student achievement and use these results to improve our programs. Furthermore, because of the importance of ongoing assessment processes, additional financial resources to support these evaluative efforts as well as future consideration to create an office or appoint an individual, whose responsibility is solely the administration of institutional research and evaluative activities will need to be addressed.

Organization and Governance

UMFK has a system of governance that facilitates the successful accomplishment of its mission and purposes through its organizational and governance structures. Although, the impact of a top-down strategic planning proposal for the System during

2004 strained the relationship between UMFK, the BOT, and the System Office, we have witnessed the approval of three new buildings since the last NEASC visit and routine approval of campus recommendations for tenure and honorary degrees, which demonstrate a strong level of mutual trust and respect.

UMFK maintained its integrity as a center for higher learning. Over the past several years, there has been increased continuity of University leadership at the Presidential and Vice President for Administration level. However, in general, UMFK has endured a crisis of leadership in the past 10 years. In particular, there has been no continuity in leadership of VPAA role, which has been occupied by five different individuals, and is currently filled by an Interim VPAA.

Faculty at UMFK play a central role in assuring the academic integrity of the institution's educational programs and policies; however, a current concern of the faculty is a significant limitation of the faculty governance structures, collectively. There is a lack of coordination and communication among them as well as between them and the administrative-governance structures. There is a need for systematic review and assessment of the faculty governance structure.

Students' level of awareness and involvement in committees that make governing decisions of matters relevant to them at UMFK is high. Students are involved in numerous campus initiatives to include strategic planning, diversity, student senate, student conduct, campus safety, smoking, judicial review, food services, campus health improvement, program advisory councils, BOT, and commencement.

Programs and Instruction

UMFK's programs are consistent with and serve to fulfill the mission of a liberal-arts institution serving the needs of rural

northern Maine. In 1997, UMFK reviewed, and where necessary consolidated its academic programs. While preserving its emphasis on small classes and personal attention to students, UMFK has focused with success on its signature programs such as Education, Forestry, Environmental studies, French, and Nursing as well as the addition of several new programs to include E-Commerce and Rural Public Safety Administration.

UMFK serves students from educationally disadvantaged backgrounds as well as those who are exceptionally well prepared. Overall, freshmen report a 76% level of satisfaction with the entire educational experience, as compared to seniors who report a 79% level of satisfaction, which is similar to peer institutional group norms.

To promote educational excellence and overall planning and evaluation, UMFK conducts extensive program reviews every four years for each division, including a self study and external program review. To improve student success, addition of a seminar course for all first-year students and capstone experiences were instituted in several of our majors. Each year UMFK places over 150 students in internships and practicums.

UMFK anticipates growth as well as changes in its programs. The UMFK *Academic Plan, 2004-2008* provides enrollment goals by major with a total enrollment target of 1,150 students. Program changes are also anticipated in response to several changes called for by the University of Maine System (UMS) Strategic Plan. The plan calls for the transfer of most associate degree programs from the UMS to the Community College System.

This necessitates additional funding for more faculty and appropriate facilities to support existing programs. The *Academic Plan* created during 2004-2005 will guide our efforts to add faculty over the next few years and to create a design for a much

needed new classroom and laboratory building. UMFK projects a 25% increase in the number of its on-line courses each year over the next five years.

Final action on proposed new General Education Requirements is currently on hold while we examine the direction from the UMS Office to explore a single set General Education Requirements for the consortium and it is anticipated that future discussions will occur. The need for all of UMFKs baccalaureate degrees to meet General Education Requirements was approved for the fall of 2005.

The University is committed to appraising the teaching effectiveness of all faculty members. In the fall of 2005, the faculty course evaluation process will be reevaluated to examine the evaluation format, survey items, and method of collecting and disseminating the information for both its on campus and online courses.

Faculty

Faculty are well qualified to teach in their field and level of assignment and dedicated to the teaching and service of students. Currently, 58% of the fulltime faculty are tenured and hold terminal degrees. Twelve faculty have retired or departed from the University in the last four years. Additionally, approximately one-third of the faculty is 55 years of age or older.

Faculty are sufficient in number to carry out the mission of the institution. Although we experienced a rapid growth in enrollment over the last decade and thus reliance on adjunct faculty, in the spring of 2005, 32% of overall courses were taught by adjunct faculty. Too many of our required English courses are being taught by adjuncts. At minimum, one more writing/composition faculty will need to be hired. Additionally, the Behavioral Science program has two psychologists to cover 50% of the course offerings, and one Anthropology/Sociology to cover the other 50%.

Several replacement positions and newly created tenure track positions have been filled over the past academic year as a result of implementation of the *Academic Plan, 2004-2008*; however, we need to increase the number of full-time, tenure-track faculty who possess a terminal degree and selected support positions, especially for our signature programs closest to our core mission. Priorities for recruitment of new and diverse faculty will be guided by the *Academic Plan, 2004-2008* developed by Division Chairs and the VPAA. This document will be reviewed and updated annually.

UMFK faculty conduct research in a variety of fields and on a wide range of topics, and disseminate this information through a wide range of media. Funding for faculty scholarship activities and sabbatical continues to be a challenge for UMFK. UMFK is primarily a teaching institution, but both service and scholarship are essential for tenure and promotion, thus an increase in Professional Development continues to be an institutional priority for faculty and for all staff.

Student Services

UMFK has successfully developed new initiatives in student life, including a new student orientation program, a dynamic and evolving First Year Experience (FYE) course, student activities programming and athletics, and a new student health clinic, which provides a comprehensive array of primary health care services free for UMFK students. While UMFK's retention rates compare favorably with other 4-year institutions in the state of Maine, there are subpopulations with decreasing trends. The average retention rate to term 3 between 2001 and 2003 for full-time, in-state, freshmen seeking the bachelor degree at UMFK is 70%, slightly less than the national average of 75% for bachelor's degree seeking students after their first year in the state of Maine. On average, nearly half

(49%) of new first-time bachelor's degree seeking students entering between Fall 1995 and Fall 1998 graduated within six years. A recent UMS and campus study of issues surrounding enrollment and retention resulted in a report by Scannell and Kurz, Inc. with recommendations to enhance student enrollment and retention both at the System and campus level. Several scenarios are currently being considered for implementation at UMFK.

There is University System-wide and increased campus emphasis on academic advising and student success. A Student Success Coordinator joined the staff in July 2005 to support academic advising, and career planning and placement. In addition, we witnessed an increase in the number of fitness and wellness activities with the hiring of the Assistant Director of Residential Life and Wellness Programming.

Areas of improvement include a call for faculty and staff training in the areas of learning disabilities and academic accommodations and diversity topics. The campus will also need to place a greater emphasis on student mental health services and comprehensive student advisement.

Library and Information Services

We are pleased to note the increased access to collections through databases and collaborations with UMS and Maine Info Net is a significant strength of the institution. As the library collection of 69,189 volumes falls below the 91,276 average of the peer institutions volumes, the focus has been on quality versus quantity. To better serve our patrons, the part-time serials position was upgraded to a full-time position in August of 2005, which places library staffing on par with the peer group average. A second web staff position to help faculty with WebCT[®] and Blackboard[®] is needed to address overloads on professional staff.

Total circulation transactions for Blake Library in FY 2002 were 20,996, whereas the average of the peer institutions was 13,746. Library website usage has increased and reveals a 44% increase in unique visitors from off-campus to the library site.

The serials collection continues to be affected by budget restrictions, although Blake Library's collection of 340 paid serial titles in 2002 was close to the peer institutions average of 353. The current holds 276 paid titles, and further necessary cancellations due to inflation will continue to reduce our collection to well below the average.

At the same time we note that the support for the library as a percent of the institution's E&G budget has increased. In FY 2003 the library budget represented 2.57% of the total campus E&G budget; in FY 2004 it was 2.93%. For FY 2002, the total actual library budget was \$183,391. In FY 2003, the total actual budget was \$189,020. In preparing for the next fiscal year, library staff estimated that the budget would need to be \$194,450 to avoid cancellations of additional subscriptions and services. Blake Library's base budget would need to be increased by \$130,000 to meet the average expenditures of our peer institutions, which is \$313,768.

The library has added many new services in the past years. The serials and interlibrary loan department is staffed by one part-time staff.

To improve security, Windows XP® and firewalls are being installed on some campus computers this summer. In academic computing, a new microcomputer technician position was filled in the summer of 2004 to address some of the computer support issues. The rising number of online courses will continue to increase demand on Web Services for video streaming, taping, editing, and graphic design.

Physical Resources

Great strides have occurred since UMFK's last self study in the area of facilities improvement. These include construction of Nadeau Hall, which on the first floor houses a state of the art teleconferencing center, the Nursing Division, numerous computer labs, and conference rooms with faculty offices located on the second floor; periodical upgrade of technology; and additional parking spaces. The most recent changes in the physical aspects of the institution include the remodeling and addition of the Acadian Archives to the Blake Library and the construction of a new student dormitory.

UMFK provides a safe campus environment for students. The staff is well trained to maintain and secure its physical plant. Dining services at both Nowland Hall and Marcy's Kitchen in the Bengal's Lair are favorable; however functioning at full capacity, thus, increased dining services will need to be considered. Additional, areas identified in the appraisal for improvement include our need to develop a systematic plan for assessment, acquisition, and replacement of equipment, as well as a funding plan to support it. This includes the need to update and implement the capital plan to complement and support the strategic planning process. Our greatest need is for a new classroom and laboratory building with space for faculty offices.

Financial Resources

Despite limited State appropriations, UMFK is financially stable. Increased student enrollment has enabled us to address a number of financial issues. In May 2005, an Assistant Director of Finance was hired to oversee the business office and bolster the financial organization and provide an additional resource for assisting account managers. UMFK remains tuition dependent with a small endowment of \$1,563,612 and must be vigilant in controlling costs. Although, the annual fund total in FY 2005 of \$78,000 exceeds last year's, alumni

participation rate is still a problem at 1.6%. Reserves have grown since FY 2002 and stand at \$220,000.

Funding for ongoing operations, instruction, and academic support remains a concern. Particularly, as benefit costs for full-time employees have increased to 41.4% in FY 2004 from 30.5% in FY 1995. As identified in the appraisal, we need to explore new ways to manage revenue and control expenditures both on our own campus and through the proposed consortium involving the three smaller institutions. In addition, we need to increase our reserves and increase our fund raising efforts to generate additional revenues by increasing enrollments, faculty research grants, and private gift support while focusing on the strategic allocation of resources using forecasting and modeling tools.

Public Disclosure

UMFK has good systems in place and relationships with media outlets to meet the public disclosure criteria through varied publications and websites, which provide extensive information about the college to students and other members of the interested public. Significant areas of improvement over the last decade include a new campus video, redesigned brochures for academic programs, a revamped *Viewbook*, and changes in the campus newsletter and *UMFK Semester 2005 Course Guide*.

Despite an effective website and the excellent quality of printed materials, we face the challenge of continuing to ensure that all campus publications are reviewed in a timely fashion for accuracy and consistency.

Integrity

Several strengths exemplify our commitment to integrity. We operate within our legal authority in pursuing our mission and granting degrees. Comprehensive policies and procedures that promote high

ethical standards related to students, faculty, staff, external agencies, and organization, and the general public are published and made readily available through UMFK's and UMS's websites. All newly hired full-time faculty attend a mandatory orientation to convey policies and procedures as they pertain to faculty. In July 2003, PeopleSoft®'s Human Resources module was implemented on campus, which has greatly enhanced the quality of service to employees.

As identified in the appraisal section, we need to strengthen our communication networks to facilitate more open, inclusive, and collaborative communication among employees, departments and administrative levels and increased input and accountability. The orientation process needs to be developed to include all new staff, and part-time or adjunct faculty, to promote adherence to policies and procedures.

Summary

As we finalize our review of the last decade, we note with pleasure that UMFK is a much healthier institution. Significant progress has been achieved in all areas identified for continuous quality improvement since our last accreditation visit in 1995. Both institutional strengths and areas for continuous quality improvement are identified. We project and chart a course of action to address the areas of concern in the appraisal of this self study. And, as we adapt to meet the many new challenges that face us, we will need to remain dedicated to fulfilling our mission and stay true to our strong core values.

We look forward to a fair and critical review in November, 2005 by external peer reviewers as an opportunity to validate that UMFK meets and exceeds the goals and expectations described in the 11 standards.